

# **A Match: Phonemic Awareness, Research and IntelliTools Classroom Suite**

Closing the Gap 2007 (Friday, 10/19, 11 am)

John Laskarzewski and Lauri Susi

## **Key Skill Areas in Reading (National Reading Panel (2000))**

- Phonemic awareness,
- Alphabetic principle
- Reading fluency
- Vocabulary
- Reading comprehension

## **What is Phonemic Awareness?**

- The ability to hear the smallest units of sound in spoken language and to manipulate them. (Bursuck and Damer 2007)
- Subcategory of Phonological Awareness

## **What is Phonological Awareness?**

- Includes awareness of larger parts of spoken language
- Rhyming and alliteration: words, syllables onsets and rimes



## **Why teach Phonemic Awareness?**

- Students who are at risk are less likely to develop this skill naturally
- Critical foundation skill for learning to read
- Research indicates that students who increase their awareness of phonemes facilitate their subsequent reading acquisition

## **National Reading Panel Conclusions on Phonemic Awareness Instruction**

- Can be taught explicitly
- Helps children learn to read and spell
- Most effective when instruction focuses on one or two rather than several types of phoneme manipulation
- Helps all types of children improve their reading
- Most effective when taught in small groups
- Most valuable phonemic awareness skills: blending and segmenting

## **What is Explicit Instruction?**

- Clear direct teaching of skills and strategies
  - Clearly state desired outcomes, purpose for learning a skill and directions
  - Includes modeling, demonstrations, guided practice and independent practice
  - Clear, consistent corrective feedback on success and errors

## **Systematic Error Collection**

- Feedback/correction is immediate
- Correction involves modeling and/or providing the correct answer
- Specific, consistent and constructive

## Intellitools Classroom Suite Phonemic Awareness Activities

Phonemic Awareness Activities product from IntelliTools consists of forty-six (46) activities organized into seven (7) folders or units. Each unit contains a launcher (main menu) that links to activities related to three or four letter sounds.

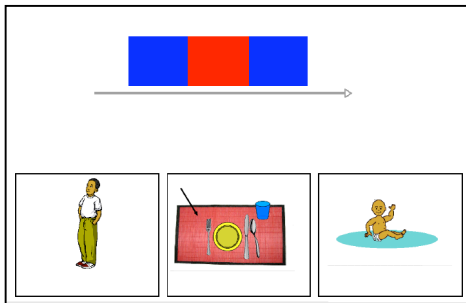
### Program features based on research

- Implements explicit method of instruction
- Provides modeling through video demonstration
- Contains strategic feedback for correct and incorrect responses
- Consistent format
- High level of student engagement
- Multiple opportunities to practice each sound
- Lesson sequence builds on previous skill
- Data collection supports evidence based instruction and error analysis

### Activity Types

**Initial Sounds:** The first part of the initial sound activity requires the student

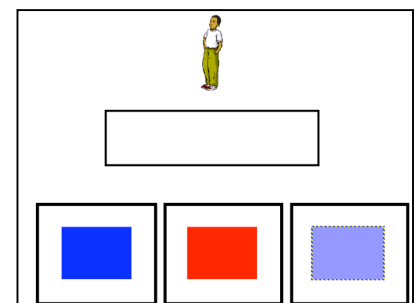
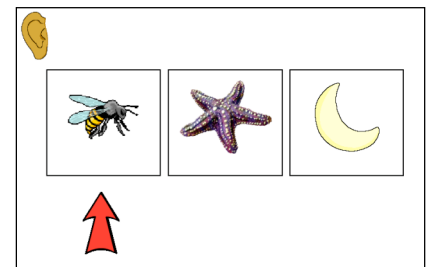
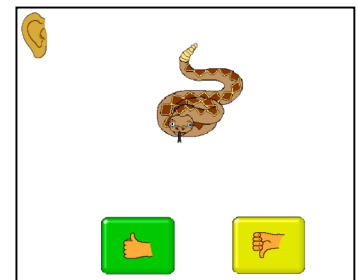
to identify, by selecting yes or no, whether or not the presented word begins with the target sound. The second half of each initial sound activity requires students to select from a set of three pictures the one that begins with the target sound.



**Assessment:** Explore activities assess student skill at identifying four (4) letter sounds to determine if student is ready to begin using the sounds in blending and segmenting activities.

**Blending:** A word is said slowly emphasizing the individual sounds. The student must blend the sounds into a word and Identify the picture of the word from a choice of three.

**Segmenting:** In this activity the student is presented with a picture of the three-letter words and three colored blocks each presenting one of the individual phonemes of the word. The student clicks on a blocks to hear the sound and drags them to “Elkonin” boxes taking apart the word into its phonemes.



Further information and an online video demonstration is available at [www.intellitools.com](http://www.intellitools.com)